DOCUMENT RESUME

ED 079 981 EM 011 349

AUTHOR	Forbis, Yates M.
TITLE	The Role of College Libraries in the Planning, Development, and Operation of Educational Programs in Multi-purpose Higher Education Consortia.
SPONS AGENCY	Council on Library Resources, Inc., Washington, D.C.
PUB DATE	73
NOTE	5p.; Final Report on a Council on Library Resources Fellowhip Project, 1971-72
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	College Faculty; *College Libraries; *Consortia; *Educational Programs; Higher Education; Librarians; Library Research; Library Surveys; Program Descriptions; *Program Development; *Program Planning
IDENTIFIERS	Associated Colleges of Central Kansas; Associated Mid Florida Colleges; Greensboro Tri College Consortium; New Hampshire College and University Council

ABSTRACT

Information collected by questionnaires, correspondence, and consultation with library personnel at four collegiate consortia shed light upon the role of libraries in the functioning of these consortia. The results showed that many expectations went unmet. Namely, specialized collections were not efficiently built and shared, faculties exhibited jealousy rather than cooperation, administrative demands on staff did not decrease, library staffs were not included in the overall policy making phase for the consortia, and consortia directors did not communicate well with library staffs. On the positive side, where there was interlibrary cooperation, materials were exchanged, new courses based upon exchanged materials developed, and uniform circulation systems developed and these encouraged similar uniformities in other academic areas. Also, library orientation courses for students in the consortia were offered, workshops for library staffs were held, some joint acquisitions were made, and communications between librarians improved. (LB)

FILMED FROM BEST AVAILABLE COPY

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED 079981

FINAL REPORT ON A CLR FELLOWSHIP PROJECT, 1971-72: Yates M. Forbis

Project Title: The Role of College Libraries in the Planning, Development, and Operation of Educational Programs in Multi-purpose Higher Education Consortia.

Project Support: A fellowship from the Council on Library Resources, and a sabbatical leave for twelve months granted by Dickinson College.

How the Project was organized and carried out:

1. A list of higher level consortia with library components was compiled from library literature and with the assistance of the Systems Development Corporation of California. In 1970 SDC conducted a federally funded survey to determine the number and types of academic library consortia in the United States.

2. A questionnaire was prepared and mailed to 87 academic librarians in November, 1971. (Copy attached) Columbia University's School of Library Service was my main research source.

3. Follow-up letters were mailed out in early January, 1972, to librarians who had not returned the questionnaire.

4. Forty-eight completed questionnaires had been returned by January 25, 1972. This was more than a 50% return.

5. After careful study of the returns, I selected fourteen libraries, holding membership in five college consortia, as representative of the different types of programs that would best suit my project goals. (The list is attached to this report.)

6. Extensive correspondence with the head librarians of the 14 libraries was undertaken in February, 1972. By March it was determined that I would visit four consortia and talk with as many library, college, and consortia personnel as possible. The fifth consortium (ACM) was in the process of evaluating their periodical bank and felt that they could best serve the purposes of my survey through correspondence and by sending copies of their reports and final evaluation.

EM 011349

7. The first visit was made in March to the New Hampshire College and University Council. Librarians and faculty members were interviewed on four campuses. The director of the consortium was not available for appointments during the time I was there.

8. The second visit was made in May. Interviews were held at Stetson University and Florida Presbyterian College (Eckard College as of July 1972). I was able to talk with the consortium director whose office is at Stetson University.

9. I was unable to arrange a convenient time for a trip to the third group, The Associated Colleges of Central Kansas. With permission of the CLR Washington Office, I talked by phone with the consortium director and the chairman of the library component.

10. The third and final visit was made in July. Along with Professor Clarke Garrett of our history department, I visited the Greensboro Tri-College Consortium, Greensboro, North Carolina. Professor Garrett talked with the consortium director and a professor from Guilford while I interviewed the chairman of the library component.

11. In August I spent two days in the library of the University of North Carolina Library School reading in library literature any publications I had previously missed or had been released during the summer.

12. Upon my return to Dickinson College in September 1972, I began working on a summary of my findings with the idea of writing an article for our professional publication during the academic year. This work continues as time and enthusiasm will allow. I plan to spend all of my free time during our January winter session on this project.

LIST OF LIBRARIES SELECTED FOR INDEPTH STUDY OF THEIR ROLE IN HIGHER EDUCATION CONSORTIA: Yates M. Forbis

Associated Colleges of Central Kansas
- Bethany College
- Bethel College
- Kansas Wesleyan
- McPherson College
- Sterling College
- Tabor College

New Hampshire College and University Council
- New England College
- Plymouth State College
- St. Anselms College
- University of New Hampshire

Associated Mid-Florida Colleges
- Stetson University
- Florida Presbyterian College (Eckard College)

Greensboro Tri-College Consortium
- Guilford College
- Greensboro College

Yates M. Forbis

A summary of the findings of a survey of library components of multi-purpose higher education consortia in the U.S. (A study of the role libraries play in the planning, development, and operation of educational programs), 1971 - 72.

A. We have dreamed: utopiam ideas of the innocent

1. Well defined and honored guidlines for sharing subject specialization in the building of library collections on each campus -

Reality: (Findings) Faculty and administrators are not very cooperative in this area. They are unwilling to develop a program of sharing academic courses within the consortia. Academic departmental jealousies are a real fact of life.

2. Resource and service sharing will free staff from time consuming and unproductive clerical work -

Reality: (Findings) Cooperation increases demands on staff time creating more paper work. Automation is not the answer for smaller groups even when equipment and services are shared - some success has been demonstrated when a group of small college libraries and colleges link-up with a large university program. There are fewer instances of this because of the university commitments to its own very full and busy program.

3. Libraries become the most successful at cooperation within consortia, therefore they will lead the way for the other components -

Reality: (Findings) Libraries that demonstrate this kind of success become a threat to local autonomy and the faculties become even more protective of their turf. Libraries are seldom included in consortia policy making committees and program planning. Libraries still have a low profile on many campuses.

4. Cooperation is the new wave of the future with faculties working together to develop new courses that will reflect consortia library collections and support the consortia programs. Libraries will serve all members of the consortia -

Reality: (Findings) Local faculties are not interested in consortia programs and local libraries do not advertise services and resources outside the local campus.

5. Directors of consortia will formulate and articulate the guidelines and goals of cooperation -

Reality: (Findings) Most directors of consortia are cut off from the mainstream or the center of activities on campuses. They are not communicating in effective ways with administrators, faculties, or libraries. They work in a vacuum of their own making or one that is imposed upon them from the colleges they are hired to serve.

B. Some things do work well when realistic ideas are tried. Some libraries <u>have</u> led the way and more can be a moving force by demonstrating the following successful programs:

(A POSITIVE VIEW)

1. Libraries have demonstrated a willingness to share resources and staff to support joint programs in January and Summer Sessions. One group of libraries developed a program of transferring reserve collections of library materials to a campus where a course was offered exclusively during January and a Summer Session. This demonstration of cooperation encouraged the faculties to develop new courses for these short terms.

2. Daily truck delivery service between libraries has encouraged development of joint programs of study that call on consortia libraries to increase inter-library loans and provide more photo copies of material. Inter-institutional loans of teaching aids and equipment for instructional technology programs have become possible where this service is made available and is jointly supported by all institutions in a consortium.

3. Standardized checking and circulating systems, and uniform loan periods in the libraries that coincide with uniform college callendars, have encouraged and in some cases been responsible for academic course and calendar coordination in consortia.

4. Individualized initiative among libraries has been responsible for the development of library orientation and library research courses that have been offered to all students in a consortium. In one instance this was the first course of study open to all students in the consortium.

5. Speciality workshops in reference services and developing bibliographies sponsored by the libraries in a consortium can open the doors to faculty participation and cooperation in a joint project. Libraries that recognize this as a vital service to faculty will be leading the way in cooperation.

6. Joint acquisition of books and periodicals is the responsibility of the libraries to initiate, demonstrate, and insist upon as a workable solution to expensive duplicating of library holdings. Librarians must be willing to run the risk of stirring up a hornets nest of faculty and administration opposition to what they see as a threat to local programs and individual access to library materials. This type of program must be accompanied by a strong program of interlibrary loans and fast interlibrary delivery service.

7. Open lines of communication between libraries have improved through the years and librarians more than anyother group talk and listen to one another. As a result librarians do not hesitate to call on each other for help. Also, librarians communicate effectively with faculties when they demonstrate their professional skills and scholarly talents.

CONCLUSION: Libraries have a lot to share with other components of higher education consortia. They have been successful at cooperating, but it is time to demonstrate more forcefully how they can be even more successful and helpful in programs of college cooperation. Deans and Presidents are listening and observing, and librarians and libraries must act to hold their interest and respect - act with confidence and self respect.